

## **North Carolina Data Summary for Indicator 14**

2009 Post School Outcome Data:  
Results of Follow-Up Survey for 2007-2008 Leavers

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## North Carolina Data Summary for Indicator 14

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### Executive Summary

Indicator 14, part of the Individuals with Disabilities Education Improvement Act (2004), Part B State Performance Plan and Annual Performance Report, requires states to collect data on the “Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school (20 U.S.C. 1416(a)(3)(B)).” The following report summarizes the results of the 2008 (2006-2007 school leavers) North Carolina *Follow-Up Survey*.

A total of 1849 students were included in the 2009 (2007-2008 leavers) follow-up survey. Table 1 reports the response rate by district/LEA. Of these 1849, a total of 986 surveys were completed for an **overall response rate of 53%**. This was a lower response rate than the previous year’s survey results (58.6%). Of the 863 nonrespondents, 647 (34%) could not be read due to no contact or inaccurate contact information that was provided. In addition 62 leavers (3%) refused to answer questions. After deleting students who reported returning to middle or high school ( $N=24$ ) and deleting students who refused to answer after starting the survey ( $N=34$ ), a total of 928 respondents completed the post-school survey.

Comparison of respondents to all leavers suggested that the following groups were not accurately represented in the report: (a) black students were under-represented while white students were over-represented and (b) student who graduated with a diploma were over-represented while those who dropped out of school were under-represented. This appears to be a consistent problem for most states’ post-school outcome results. Strategies for addressing this sampling bias should be addressed prior to the 2010 post school outcomes survey.

The **total anytime engagement rate for 2009 was 65.7%** (95% CI = 62.70% to 68.8%). This included 145 (16%) leavers who were only competitively employed, 335 (36%) leavers who only enrolled in postsecondary school, and 130 (14%) leavers who were both competitively employed and enrolled in postsecondary education at any time since leaving school. The **total currently employed engagement rate was 62%** (95% CI = 58.8% to 65.1%). This included 110 (11.9%) leavers who were only competitively employed, 358 (37%) leavers who only enrolled in postsecondary school, and 107 (11%) leavers who were both currently competitively employed and enrolled in postsecondary education at any time since leaving school. Both these rates are lower than the previous year’s rates.

There were differences in engagement rates by disability categories, race, and manner of exit from school. Students with specific learning disabilities tended to have higher levels of engagement (76%) than those students with emotional disabilities (55%) or intellectual disabilities (48%). Leavers with a high school diploma had much higher engagement rates (78%) than leavers who earned a certificate/modified diploma (37%), reached maximum age (36%), or

students who dropped out (45%). This is a similar trend that was found in the previous year's data.

Results from this year were compared to the last two year's results (2007 and 2008 follow up surveys). In 2009 there were 7% fewer leavers who were competitively employed (anytime), attending postsecondary school, and/or both employed and attending school than in 2008. When considering the engagement rates for currently competitively employed (instead of any time), the 2009 engagement rates were lower than 2007 and 2008 rates. The same differences in engagement rates by disability categories, race, and manner of exit were found across all three years.

The anytime engagement rate for students who exited school with a high school diploma has steadily decreased from 75% (2005-2006), to 73% (2006-2007), to 66% (2007-2008). Finally, this is the first year (2007-2008) that data have been collected on the type of course of study students were enrolled in. For 2007-2008, the anytime engagement rates by diploma type were career (47%), college tech prep (68%), college prep (89%), and occupational (56%).

## **Recommendations**

### *Strategies for Improving Data Collection*

1. Although response rate improved from 51.7% (2007) to 58.6% (2008), it decreased to 53% in 2009. Although the new on-line exit survey should help to improve data entry, more attention must be paid to getting "accurate" data.
2. To improve non-response bias (particularly drop-outs), allow systems to enter exit survey data throughout the school year. This may enable school systems to provide more accurate contact information on students who drop out throughout the school year. In addition, work with the National Post-school Outcomes Center and the National Dropout Prevention Center for Students with Disabilities to identify and incorporate methods to improve the response rate for dropouts.
3. Consider providing incentives to school systems whose response rates exceed the average state rate. For the five large school systems, incentives could be provided for year-to-year improvement.
4. Report data at state conferences to emphasize importance and highlight school systems that are doing a good job with data collection.
5. Update the post-school survey to meet changes made in the revised I-14 language.

### *Strategies for Increasing Post-school Outcomes*

1. Based on three years of data the problem groups seem to be (a) having either an emotional disability or an intellectual disability, (b) earning a certificate of achievement/graduation, (c) aging out, or (d) dropping out. Therefore, we suggest that there is a need to convene a “Task Force” to investigate the reasons behind the poor post-school outcomes for these groups and then make recommendations for improving their outcomes. We suggest looking at the curriculum/course-of-study for these as a good place to start.
2. Study the Central and Southeast regions to see what they are doing to remain above the statewide averages. Then provide intensive technical assistance to the Northeast, West, Northwest, and Southwest educational regions. Use the NSTTAC predictors and practices to develop a “needs assessment” to determine most critical training topics.
3. Develop a state-wide transition technical assistance network that includes a statewide transition institute, regional trainings, on-line training, and teacher training programs. Training topics could include Indicators 1, 2, 13, and 14.

## **Part I: 2009 Post School Outcome Data Follow-Up Survey for 2007-2008 Leavers**

### **Data Collection**

The follow-up survey was conducted by The Potsdam Institute for Applied Research (PIAR), located at SUNY Potsdam, from May to September, 2009. Telephone, paper, and web surveys were used to collect the follow-up data. PIAR is a university-based research institute with the mission of helping communities, schools, and agencies with data, evaluation, survey, and reporting needs. PIAR is working on local, regional, and statewide projects to meet this mission. PIAR contracted with UNC Charlotte to conduct interviews for SPP#14 federal reporting. PIAR has a Call Center located with its other offices. The Call Center has multiple interviewers' stations. Each station is equipped with a computer and phone. PIAR uses CASES from the University of California at Berkeley to convert paper surveys into an electronic format which includes directions, questions, response codes, and survey branching. These electronic surveys can increase the accuracy of interviews by assuring that each survey is conducted as designed and programmed. The survey was available in both English and Spanish. Interviewers are trained and supervised by PIAR staff to assure that survey protocols are followed consistently, the dignity and privacy of participants is protected, and that professional survey standards are met.

Members of the survey pool were sent letters to remind them of the purpose of SPP#14, that participation was voluntary but important, and that they would be called. English and Spanish speaking interviewers were available. Interviewing started on May 15, 2009 and continued through September 30, 2009. Call Center hours included early morning through evening, seven days a week except for holidays. A maximum of 20 phone calls were made per participant. These calls were made strategically across time-of-day and day-of-week. The survey was also available on the web through a secure server. Members of the survey pool who could not be reached by phone, or any who requested it, were sent a paper version of the survey.

### **Response Rate**

A total of 1849 students were included in the 2009 (2007-2008 leavers) follow-up survey. Table 1 reports the response rate by district/LEA. Of these 1849, a total of 986 surveys were completed for an overall response rate of 53%. This was a lower response rate than the previous year's survey results (58.6%). Of the 863 nonrespondents, 647 (34%) could not be reached due to no contact or inaccurate contact information provided. An additional 62 leavers (3%) refused to answer questions. After deleting students who reported returning to middle or high school ( $N=24$ ) and deleting students who refused to answer after starting the survey ( $N=34$ ), a total of 928 respondents completed the post-school survey.

*Table 1: Return Rate by District*

District	Total Leavers	Survey Respondents	Response Rate
	<u>N</u>	<u>N</u>	<u>%</u>
Brunswick County Schools	74	39	52.7
Caldwell County	55	31	56.4
Cape Lookout	11	3	27.3
Charlotte-Mecklenburg	208	61	29.3
Cleveland	119	73	61.3
Community Partner	17	10	58.8
Craven County	85	39	45.9
Cumberland County	90	49	54.4
Edgecombe County	61	30	49.2
Guilford County	59	38	64.4
Hertford County	46	24	52.2
Jackson County Schools	38	23	60.5
Jones County Schools	6	3	50.0
McDowell County Schools	40	26	65.0
Moore County	101	48	47.5
Onslow County Schools	202	118	58.4
Perquimans County Schools	18	6	33.3
Person County Schools	59	24	40.7
Rocky Mount Prep	9	3	33.3
Sampson County	42	22	52.4
Thomasville City Schools	13	5	38.5
Wake County Schools	173	89	51.4
Weldon City Schools	9	4	44.4
Wilkes County	80	44	55.0
Wilson County	58	31	53.4
Winston-Salem Forsyth	121	60	49.6
Woods Charter	1	1	100.0
Yadkin County	54	24	44.4

In the larger school districts (i.e., greater than 50,000 students), schools were randomly selected. Table 2 reports the response rate at the school level in the five largest school districts in North Carolina.

Table 2: Return Rate by Schools in the Largest Districts

District	School	Total Leavers	Survey Responder	Response Rate
		<u>N</u>	<u>N</u>	<u>%</u>
Charlotte Mecklenburg	East Mecklenburg HS	78	25	32.1
	Midwood	5	3	60.0
	North Mecklenburg HS	48	26	54.2
	West Charlotte	77	13	16.9
Cumberland	E E SMITH HS	38	22	57.9
	Massey Hill Classical	5	5	100.0
	Terry Sanford	47	25	53.2
Guilford	GTCC-Early/Middle College	3	3	100.0
	Middle College at Bennett	4	2	50.0
	Ragsdale	24	18	75.0
	Southeast Guilford HS	27	17	63.0
	Weaver Academy	1	1	100.0
Wake	East Wake	19	9	47.4
	Garner High	19	12	63.2
	Phillips High	13	8	61.5
	Southeast Raleigh	56	26	46.4
	Southeast Raleigh Magnet High	2	2	100.0
	Wakefield HS	64	37	57.8
Winston Salem/Forsyth	Carter Vocational High School	12	8	66.7
	East Forsyth High School	33	18	54.5
	North Forsyth High School	31	16	51.6
	School of Biotechnology	6	1	16.7
	School of Computer Technology	5	1	20.0
	School of Pre-Engineering	5	3	60.0
	West Forsyth	29	21	72.4



### Nonresponse Bias

To examine potential nonresponse bias, a comparison of the known characteristics of all 2007-2008 leavers to the characteristics of those who completed the survey was conducted. Table 3 reports the percentages of gender, race/ethnicity, disability type, and type of exit for the total school leavers, those that completed the survey, and the absolute difference between the total percentage and the completer columns. Differences greater than 3% suggest under or over-representation in the dataset. Based on the differences, the following groups are not accurately represented: (a) black students are under-represented and white students are over-represented and (b) student who graduated with a diploma are over-represented and those who dropped out of school are under-represented.

This potential nonresponse bias is similar to the previous year's discrepancies between the population and sample. These data suggest that the results should be interpreted with caution. Of particular concern are the over-representation of students who graduated and the under-representation of those that dropped out. Because of this bias, it is anticipated the percent of leavers that are competitively employed, enrolled in some type of postsecondary school, or both may be higher than expected. All results will be discussed in the context of the potential nonresponse bias.

*Table 3: Percentages of Total School Leavers, Survey Completers, and Differences between Percentages*

School Leaver Characteristics	Total school leavers (%)	Completed survey eligible respondents (%)	Difference* (%)
<b>Gender</b>			
Female	34	34	0
Male	66	66	0
<b>Race/Ethnicity</b>			
American Indian/Alaska Native	<1	<1	0
Asian or Pacific Islander	<1	<1	0
Black (not Hispanic)	43	37	-6
Hispanic	4	5	+1
White (not Hispanic)	51	58	+7
Other	1	1	0
<b>Disability</b>			
Specific learning disability	46	48	+2
Intellectual disability	24	22	-2
Emotional disability	9	7	-2
Other disabilities	20	23	+3
<b>Type of exit</b>			
High school diploma	54	64	+10
Certification of Achievement	4	5	+1
Graduation Certification	6	7	+1
Dropped out	35	23	-12
Reached maximum age	1	1	0

\*Percentage difference between the percentage of total school leavers and the percentage of respondents. Positive values (+) indicate the percent overrepresented in the sample of respondents and negative values (-) indicate the percent underrepresented in the sample of respondents. The acceptable range is typically +/-3%.

### **Social Desirability**

Individual's reports of their own traits, attitudes, and behaviors often involve systematic bias that obscures measurement of content variables (Calsyn, 1999; Paulhus, 1991). Research suggest that there is a tendency among individuals to conceal truth when reporting unverifiable information (Lautenschlager & Flaherty, 1990), seeking employment (Calsyn & Klinkenberg, 1995), reporting information designed to impress others (Rosenfeld, Giacalone, & Riordan, 1995), and responding with one's anonymity being violated (Sproull & Kiesler, 1991).

The most frequently studied response bias is *social desirability responding (SDR)* (i.e., the tendency to provide answers which cause the respondent to look good) (Rosenfeld, Booth-Kewley, Edwards, & Thomas, 1996). In this report, it is anticipated that some SDR will bias the results. Interpretation of the results should be considered in the context of this bias.

### **Survey Results**

#### ***Currently Attending Middle or High School***

Twenty-eight respondents reported they were currently attending middle or high school. There were (a) eight 12<sup>th</sup> graders, (b) four 11<sup>th</sup> graders, (c) four 10<sup>th</sup> graders, (d) two 9<sup>th</sup> graders, (e) four GED prep, (f) three Ungraded Programs and (f) three *I don't know*. Of the 28, 20 were attending school full-time and were participating in academic classes, 3 were attending vocational classes, 3 attending occupational classes, 1 paid "on the job training", 2 community based employment skills, and 1 community-based life skills.

#### ***Dropouts***

Leavers who were reported as dropping out of school (N=235) were asked reasons they dropped out. The results are reported in Table 4. The most frequently reported reaction to this question was *no response* or *I don't know* and *I don't like school*. There does not appear to be a clear reason for students dropping out of school.

*Table 4: Reasons for Dropping Out of School*

	Reason (n)
No Response/Don't Know	84
Other	58
I did not like school	44
I could not keep up with school work or was failing school	9
I completed high school	6
I felt that I didn't belong	5
I got pregnant or became a father	5
I could not get along with teachers	4
I had to get a job	4
I was expelled	2
My friends dropped out	2
I could not get along with other students	1
I changed schools, and I didn't like new one	1
I wanted a family	1
I got married	1

These respondents who dropped out were then asked what might have helped them stay in school. The results are reported in Table 5. The options of *No Response*, *More understanding teachers*, and *Nothing* were the most popular responses.

*Table 5: Responses to What Might Help Respondents Stay in School*

	Response (n)
no response	95
more understanding teachers	21
nothing	18
more help with school work	15
solution to my personal problem	6
child care	4
classes where I felt more successful	4
more friends	2
more job training/ vocational training	1
financial support	1

### ***Employment since Exiting Middle or High School***

Respondents were asked if they were currently working or had worked since leaving school. Table 6 reports the results. Most respondents ( $n=469$ , 50.5%) reported currently having a job (includes civilian and military) and 448 (48.3%) reported not having a job. Of those reporting not working, 182 reported they had worked since leaving high school. Most employed respondents reported earning minimum wage (96% currently employed and 92% employed

anytime since leaving school). Caution should be used in interpreting these results because some respondents may want to present themselves in the best light possible (social desirability). Of those reporting having a job, about half of the respondents ( $n=225$  and  $n=61$ ) reported that they work over 35 hours per week. The total number of leavers who were currently competitively employed (earning at least minimum wage and working 35 hours or more) was 217 (23.4%). The total number of leavers who were not currently employed but had been competitive employed was 58 (6.2%). Combining those leavers that currently were competitively employed and those that had been competitively employed, there were 275 (29.6%) of the 928 leavers who were competitively employed some time since graduation. This is a lower percentage than previous year's leavers (43.5%).

*Table 6: Frequencies and Percentages of Working Status*

	<i>Currently Working</i>		<i>Not Currently Working but Has Held a Job Since Leaving School</i>	
	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<b>Type of Job</b>				
yes civilian one job	445	48.0	180	38.9
yes, military active duty	9	1.0	0	0
yes, military national guard or reserves	2	.2	2	.4
yes, civilian more than one job	13	1.4	0	0
do not know	11	1.2	0	0
no	448	48.3	270	58.3
<i>N=</i>	928		452	
<b>Minimum wage</b>				
Yes	441	96.3	165	91.7
No	15	3.3	9	5.0
No response	2	.4	6	.6
<i>N=</i>	458		180	
<b>35 Hours or More</b>				
Yes	225	49.3	61	33.9
No	218	47.8	111	61.7
No response	13	2.9	8	.9
<i>N=</i>	446		180	

Most leavers who reported being employed were working in an integrated competitive employment setting ( $n=431$ , 46.4%), while a few leavers were working in the home ( $n=5$ , .5%), sheltered employment (where most workers have disabilities) ( $n=8$ , .9%), or other ( $n=4$ , .4%).

### ***Education since Exiting Middle or High School***

Since leaving high school, 465 (50.1%) reported they had continued their education and 388 (41.8%) were successfully enrolled in spring 2009. Most leavers who were successfully enrolled in spring 2009, attended one school or program ( $n=382$ , 41.2%). See Table 7 for the kinds of educational programs that leavers reported attending.

*Table 7: Frequencies and Percentages of Educational Programs*

<b>Education</b>	<b><i>n</i></b>	<b>%</b>
<b>Continue Education</b>		
Yes	465	50.1
No	454	48.9
No response	9	1
N =	928	
<b>Enrolled Spring 2009</b>		
Yes	388	41.8
No	69	7.4
<b>Kind of Educational Program</b>		
no response	16	4.0
I don't know	10	2.5
4-year college or university-part-time	18	4.4
4-year college or university-full-time	117	28.9
2-year community or tech college-part-time	47	11.6
2-year community or tech college-full-time	151	37.3
vocational tech school less than 2 year part-time	4	.4
vocational tech school, less than 2 year full-time	9	2.2
GED program full-time	5	1.2
GED program part-time	10	2.5
Short term employment training part-time	3	.7
Short term employment training full-time	1	.2
other	14	3.5

### **Final Statewide Measurement**

Table 8 reports the number of leavers who were competitively employed at *anytime since leaving school* crossed tabulated with the number of leavers continuing their education. There were 145 (16%) leavers who were only competitively employed, 335 (36%) leavers who only enrolled in postsecondary school, and 130 (14%) leavers who were both competitively employed and enrolled in postsecondary education at anytime since leaving school. The results in a **total anytime engagement rate of 65.7%** (95% CI = 62.7% to 68.8%). This engagement rate is lower than the previous year's engagement rate (73%).

*Table 8: Percentage of Leavers Competitively Employed Anytime Since Exiting and Continued Education*

	Statewide <i>N</i>	Statewide (%)
Competitively Employed Only	145	15.6
Enrolled in School Only	335	36.1
Both Employed and Enrolled in School	130	14.0
Neither Employed or Enrolled in School	318	34.3

Table 9 reports the number of leavers who were *currently* competitively employed crossed tabulated with the number of leavers continuing their education. There were 110 (11.9%) leavers who were only competitively employed, 358 (37%) leavers who only enrolled in postsecondary school, and 107 (11%) leavers who were both *currently* competitively employed and enrolled in postsecondary education at any time since leaving school. This resulted in a **total current engagement rate of 62%** (95% CI = 58.8% to 65.1%). This engagement rate is lower than the previous year's engagement rate (70%).

*Table 9: Percentage of Leavers Currently Competitively Employed and Continued Education*

	Statewide <i>N</i>	Statewide (%)
Competitively Employed Only	110	11.9
Enrolled in School Only	358	38.6
Both Employed and Enrolled in School	107	11.5
Neither Employed or Enrolled in School	353	38.0

#### *Results Disaggregated by Disability Type, Gender, Race, ELL Status, and Manner of Exit from School*

Table 10 provides disaggregated engagement rates by leavers' characteristics. There were differences in engagement rates by disability categories, race, and manner of exit from school. Students with specific learning disabilities tended to have higher levels of engagement (76%) than students with emotional disabilities (55%) or intellectual disabilities (48%). Leavers with a high school diploma had much higher engagement rates (78%) than leavers who earned a certificate/modified diploma (37%), reached maximum age (36%), or students who dropped out (45%). This trend is similar to the previous year's data.

Overall it appears that the weak national and state economies have taken a toll on the post-school outcomes for students with disabilities who left school during 2007-2008. Data show decreased employment rates and increased education rates which are common in poor economic times. These trends were also seen in the disaggregated data indicating the impact appears to be consistent across all students.

Table 10: Disaggregated Results by Disability Type, Gender, Race, ELL Status, and Type of Exit (2007-2008 leavers)

	Employed Anytime After Leaving				Currently Employed			
	Competitively Employed (%)	Post- secondary Education (%)	Both (%)	Total Engagement (%)	Competitively Employed (%)	Post- secondary Education (%)	Both (%)	Total Engagement (%)
Statewide Results (N=928)	16	36	14	66	12	39	11	62
Learning Disabilities (n=441)	18	40	18	76	13	43	15	71
Intellectual Disabilities (n=212)	13	26	9	48	7	28	7	42
Emotional Disabilities (n=65)	11	37	13	55	11	37	8	55
Others (n=210)	15	39	13	67	13	40	11	65
Females (n=311)	11	37	15	63	8	40	13	60
Males (n=617)	18	36	13	67	14	38	11	63
White (n=533)	16	36	16	68	12	38	14	65
Hispanic (n=28)	32	32	4	68	25	32	4	61
Black (n=346)	14	36	11	61	11	38	8	43
Asian or Pacific (n=8)	0	63	38	100	0	75	25	100
American Indian or Alaska Native (n=7)	14	43	14	71	14	57	0	71
Other (n=6)	17	33	17	67	0	33	17	50
English Language Learner (n=918)	16	36	14	66	12	39	11	62
Non-ELL (n=10)	30	30	10	70	20	30	10	70
High School Diploma (n=610)	16	44	18	78	12	47	15	74
Course of Study Type								
Career	21	23	17	61	17	26	14	57
College Tech Prep	17	43	17	77	14	45	14	73
College Prep	10	60	23	93	7	64	19	90
Occupational	17	34	9	60	9	36	6	51
Certificate or modified (n=113)	5	26	6	37	4	26	6	35
Maximum Age (n=11)	0	36	0	36	0	36	0	36
Dropout (n=106)	21	18	6	45	17	20	5	41

## Part II: Comparison of Results to Previous Years

### **Response Rate Comparisons**

The following section compares results from 2009 (2007-2008 leavers) with results from previous years. The return rates for 2007, 2008, and 2009 for North Carolina's large school districts and statewide are reported in the Table 11. Most of the response rates were lower in 2009 than 2008 except for Guilford County Schools.

*Table 11: 2007, 2008, and 2009 Survey Return Rates for the Five Large Districts*

	<u>2007</u>	<u>2008</u>	<u>2009</u>
Large Districts	%	%	%
Charlotte Mecklenburg	44.7	43.5	29.3
Cumberland County	47.0	69.0	54.4
Guilford County Schools	60.0	56.3	64.4
Wake County Schools	55.0	63.2	51.4
Winston Salem/Forsyth	NA	54.2	49.6
Statewide	51.7	58.6	53.0

*Note.* Winston Salem/Forsyth was not included in the large district surveys for 2007.

### **Nonresponse Bias Comparison**

Table 12 reports the under- and over-representation based on school leaver characteristics in the 2007, 2008, and 2009. White leavers (not Hispanic) and leavers that exited school with a high school diploma were over-represented across all years. African American leavers and leavers who drop out are under-represented across all years.

*Table 12: Characteristics Differences between All Leavers and Survey Respondents for 2007, 2008, and 2009*

School Leaver Characteristics	2007 Diff. (%)	2008 Diff. (%)	2009 Diff. (%)
<b>Gender</b>			
Male	-1	0	0
Female	+1	0	0
<b>Race/Ethnicity</b>			
American Indian/Alaska Native	0	0	0
Asian or Pacific Islander	0	0	0
Black (not Hispanic)	-4	-4	-6
Hispanic	0	0	+1
White (not Hispanic)	+4	+5	+7
Other	0	0	0
<b>Disability</b>			
Specific learning disability	+6	+1	+2
Intellectual disability	-1	0	-2
Emotional disability	-2	-1	-2
Other disabilities	+5	0	+3



<b>Type of exit</b>			
High school diploma	+8	+8	+10
Certificate of completion	+2	0	+2
Dropped out	-9	-8	-12
Reached maximum age	0	0	0

Positive values (+) indicate the percent overrepresented in the sample of respondents and negative values (-) indicate the percent underrepresented in the sample of respondents. The acceptable range is typically +/-3%

### **Engagement Rate Comparisons**

Table 13 provides the engagement rates for the 2007 (2005-06 leavers), 2008 (2006-07 leavers), and 2009 (2007-2008 leavers) follow up surveys. In 2009 there were 7% fewer leavers that were competitively employed (anytime), attending postsecondary school, and/or both employed and attending school than in 2008. When considering the engagement rates for currently competitively employed (instead of any time), the 2009 engagement rates was lower than 2007 and 2008 rates. Figures 1 and 2 illustrate the percentages in each category across the years.

*Table 13: Engagement Rates for Follow Up 2007, 2008, and 2009 Surveys*

<b>Status</b>	<b>Competitively Employed Anytime Since Exiting</b>			<b>Currently Competitively Employed Since Exiting</b>		
	2007	2008	2009	2007	2008	2009
	<u>N=1061</u>	<u>N=1009</u>	<u>N=928</u>	<u>N=1061</u>	<u>N=1009</u>	<u>N=928</u>
Not Engaged	25%	27%	34%	30%	30%	38%
Education Only	25%	29%	36%	27%	31%	39%
Employed Only	30%	26%	16%	25%	23%	12%
Both Work/Education	20%	18%	14%	18%	17%	12%
<b>Engagement Rate</b>	<b>75%</b>	<b>73%</b>	<b>66%</b>	<b>70%</b>	<b>70%</b>	<b>62%</b>

Figure 1: Comparison of 2007, 2008, and 2009 Leavers **Anytime** Engagement Rates

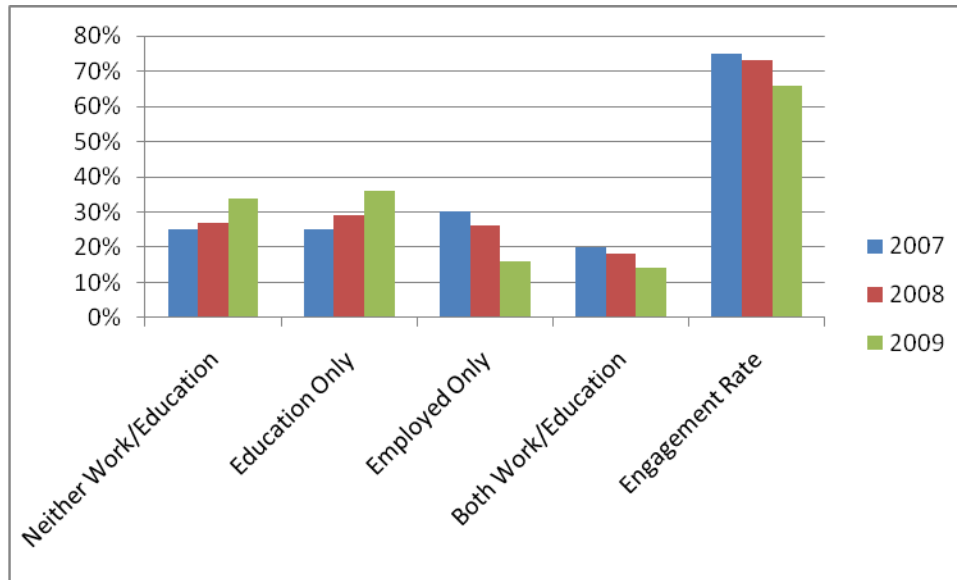


Figure 2: Comparison of 2007 and 2008 Leavers **Current** Engagement Rates

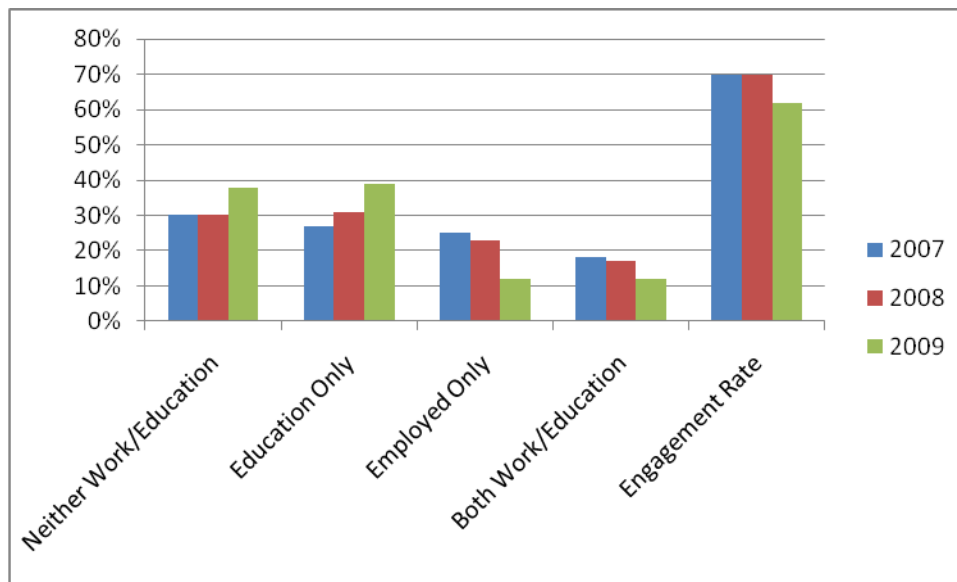


Table 14 and Figures 3 and 4 provide disaggregated differences in engagement rates for 2007 through 2009. The trends were similar across years.

*Table 14: Total Engagement Rated Disaggregated by Disability Category, Gender, Race, ELL Status, and Manner Exit School*

	Engagement Rates Employed Anytime				Engagement Rates Currently Employed		
	<u>2007</u>	<u>2008</u>	<u>2009</u>		<u>2007</u>	<u>2008</u>	<u>2009</u>
	Total Engagement	Total Engagement	Total Engagement		Total Engagement	Total Engagement	Total Engagement
	<u>(%)</u>	<u>(%)</u>	<u>(%)</u>		<u>(%)</u>	<u>(%)</u>	<u>(%)</u>
Statewide Results	75	73	66		70	70	62
Learning Disabilities	84	81	76		80	79	71
Emotional Disabilities	66	64	55		58	60	55
Intellectual Disabilities	58	53	48		50	51	42
Others	74	75	67		71	74	65
Females	71	67	63		66	64	60
Males	77	75	67		71	74	63
White	81	79	68		77	75	65
Hispanic	94	74	68		89	71	61
Black	66	64	61		60	61	43
Asian or Pacific	50	57	100		50	57	100
ELL	75	73	66		70	70	62
Non-ELL	92	69	70		75	67	70
High School Diploma	86	80	78		85	78	74
Certificate or modified	47	43	37		40	40	35
Maximum Age	53	44	36		47	44	36
Dropout	57	58	45		48	55	41

Figure 3: Disaggregated Total Engagement Rates (Employed Antime)

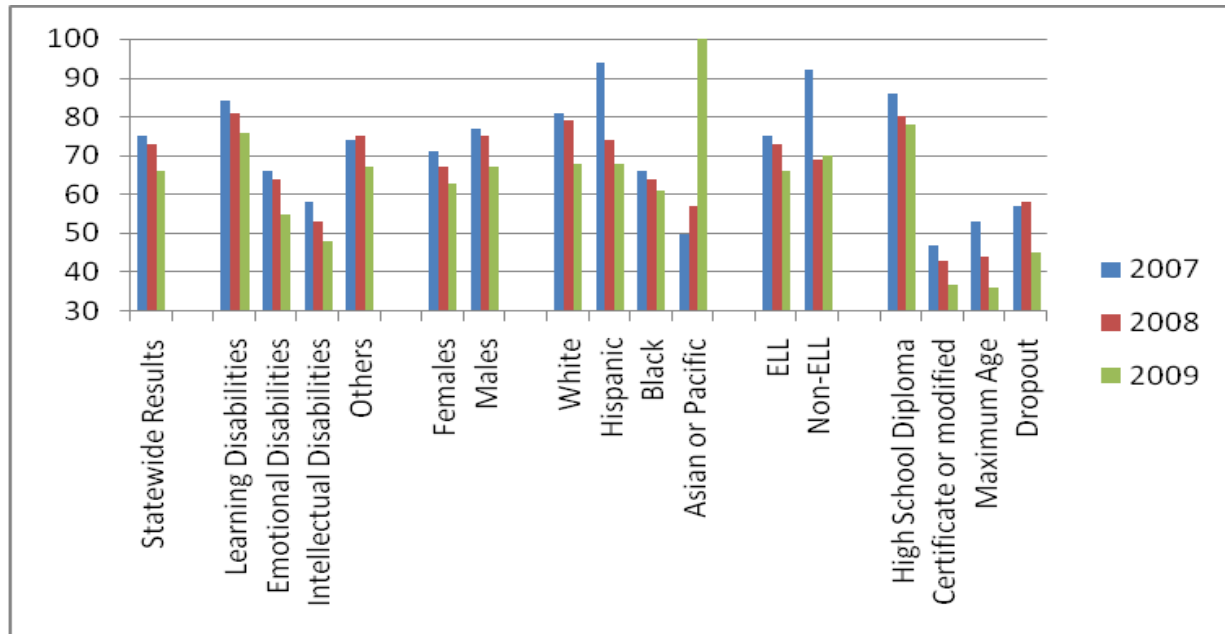
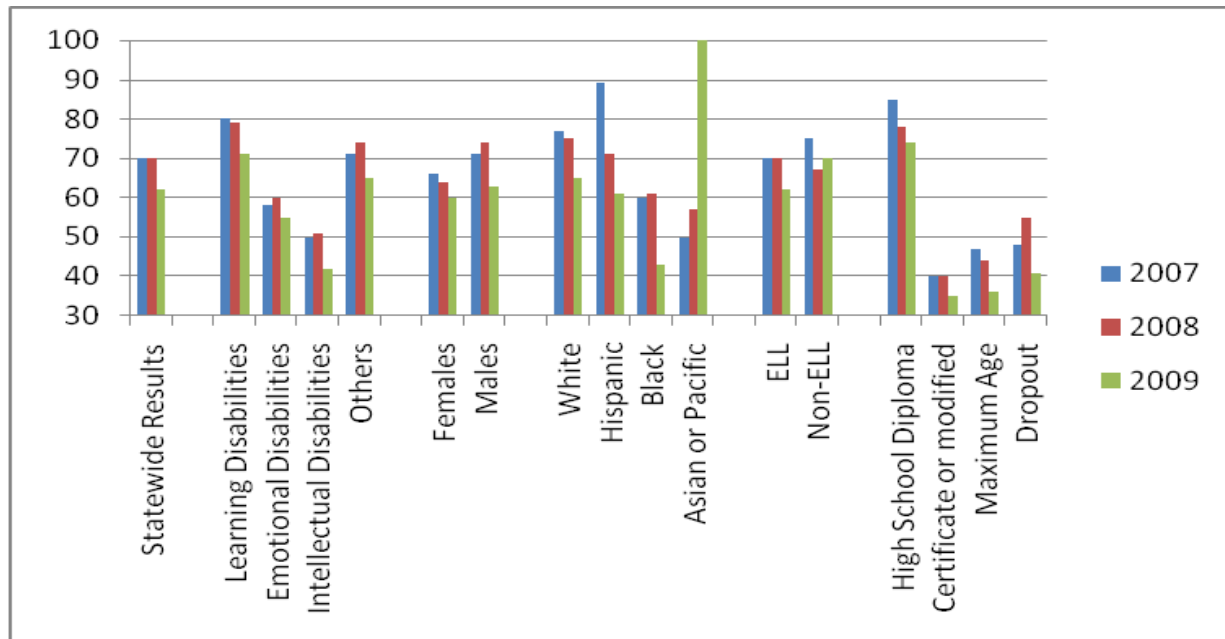


Figure 4: Disaggregated Total Engagement Rates (Currently Employed)



**Part III: I-14 Data by North Carolina Educational Regions:  
2009 Results (2007-2008 Leavers)**

Because North Carolina chose to collect I-14 data via random sampling, with the exception of the five school systems larger than 50,000 students, it is not possible to compare schools systems across time to identify changes. However, it is possible to compare data across educational regions. These cross-region comparisons may help North Carolina better focus its training resources in specific educational regions. This section begins by summarizing the data for the current year (2009: 2007-2008 leavers), then provides a three-year comparison for each North Carolina educational region.

*Response Rate*

The overall response rate for North Carolina was **53%**. Four regions, Northwest, West, Central, and Southeast were at or above the state average (see Table 15).

*Anytime Engagement Rate*

The **total anytime engagement rate for North Carolina was 66%**. This included 145 (16%) leavers who were only competitively employed, 335 (36%) leavers who only enrolled in postsecondary school, and 130 (14%) leavers who were both competitively employed and enrolled in postsecondary education at anytime since leaving school. This is the number that is reported for Indicator 14. Table 15 indicates that only three regions (Central, Southeast, and Charter Schools) exceeded the state average.

*Current Engagement Rate*

The **total current engagement rate for North Carolina was 62%**. This included 110 (11.9%) leavers who were only competitively employed, 358 (37%) leavers who only enrolled in postsecondary school, and 107 (11%) leavers who were both *currently* competitively employed and enrolled in postsecondary education at any time since leaving school. Table 15 indicates that three regions (Central, Southeast, and Charter Schools) were at or above the state average.

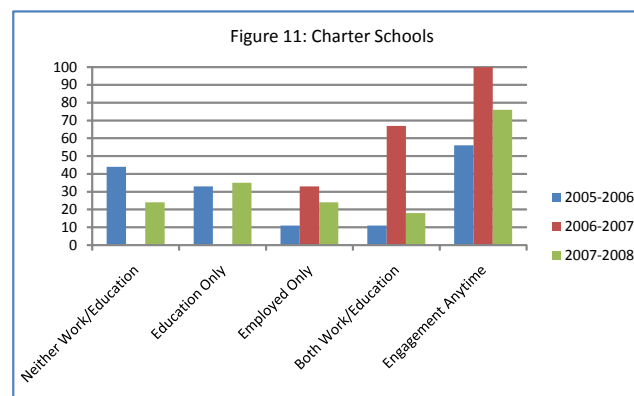
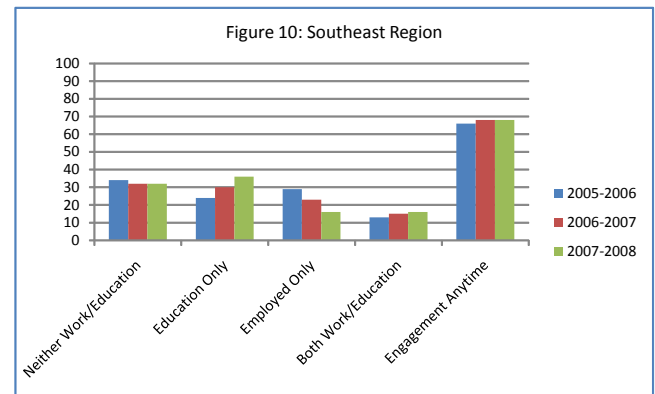
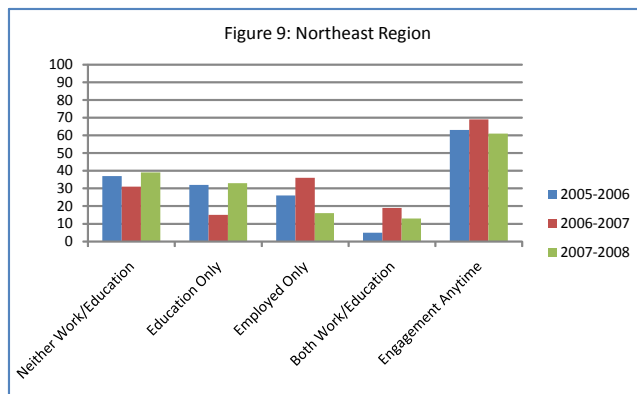
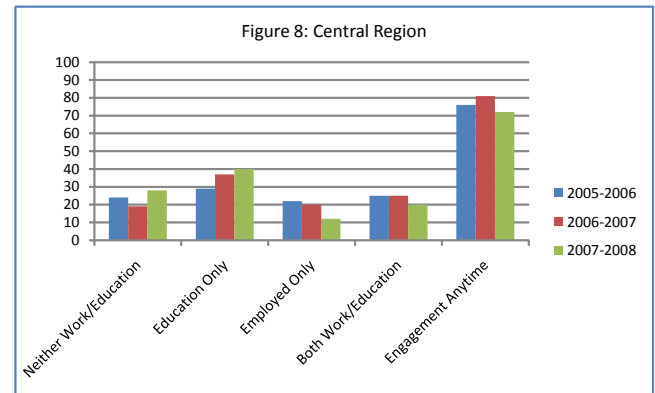
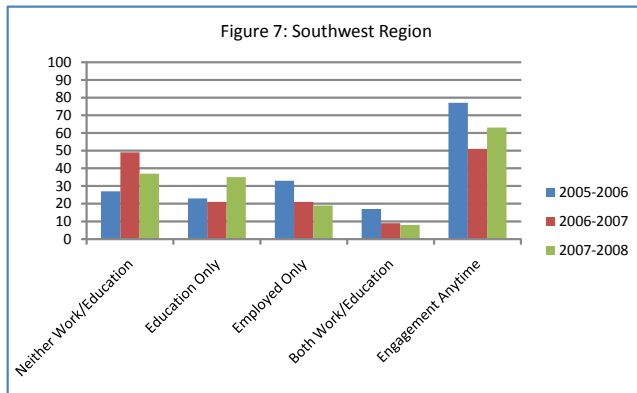
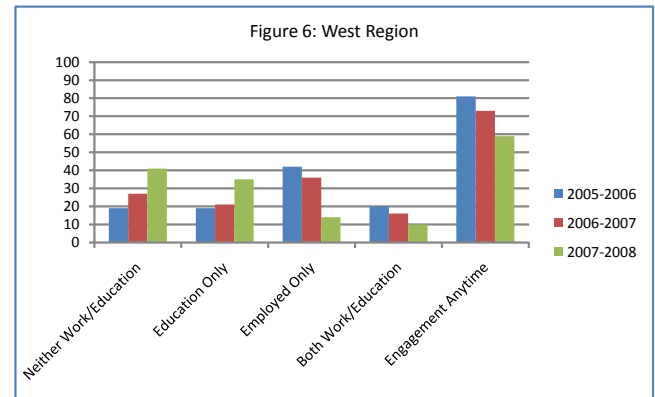
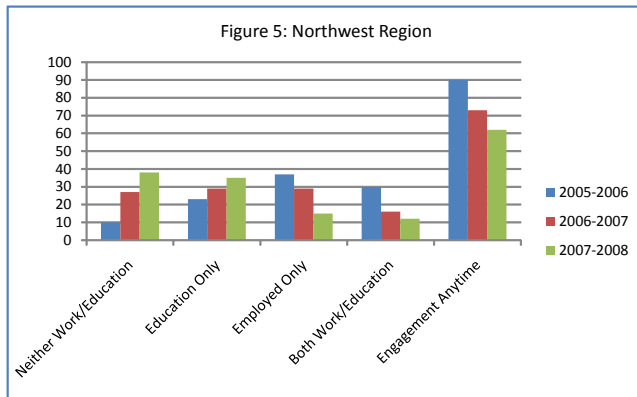
*Table 15: Percentage of Response Rate, Anytime Engagement, and Current Engagement by Educational Region and Statewide.*

		Northwest (%)	West (%)	Southwest (%)	Central (%)	Northeast (%)	Southeast (%)	Charter (%)	Statewide (%)
Response Rate	2005-06	50	62	55	50	35	47	53	52
	2006-07	57	64	55	57	62	61	100	59
	2007-08	55	64	46	56	49	57	47	53
Anytime Engagement	2005-06	90	81	73	76	63	66	55	75
	2006-07	73	73	52	81	70	68	100	73
	2007-08	62	59	63	72	61	68	76	66
Current Engagement	2005-06	85	73	65	65	63	62	44	70
	2006-07	71	71	49	80	64	65	100	70
	2007-08	58	55	59	68	55	65	71	62

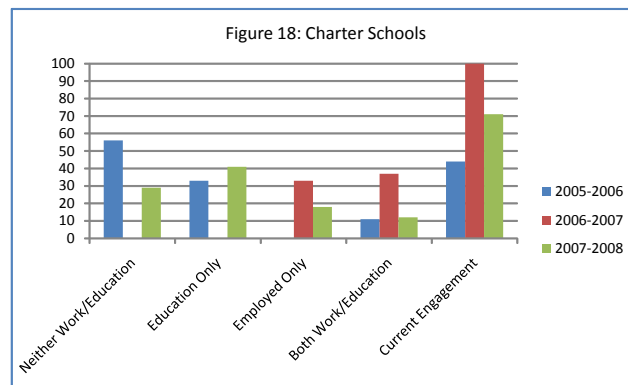
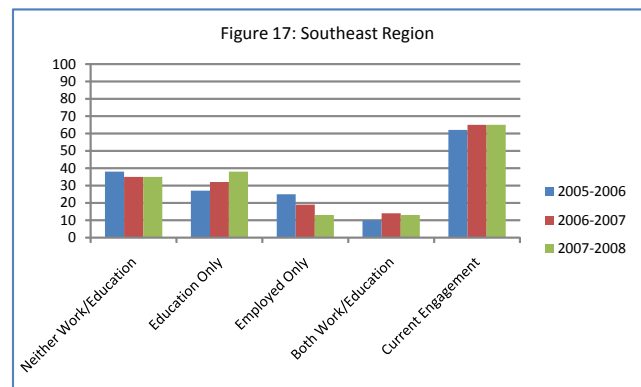
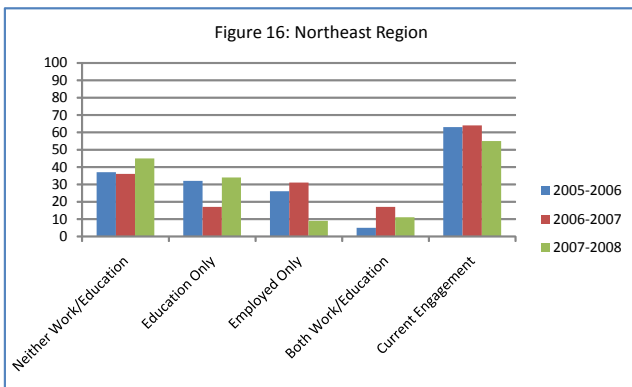
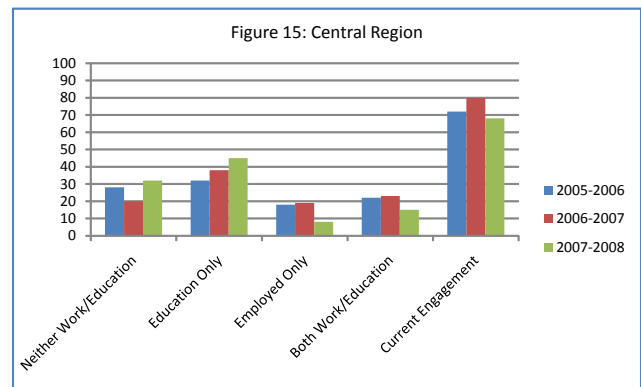
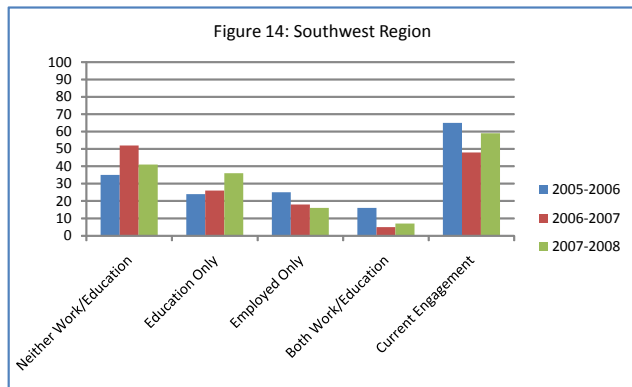
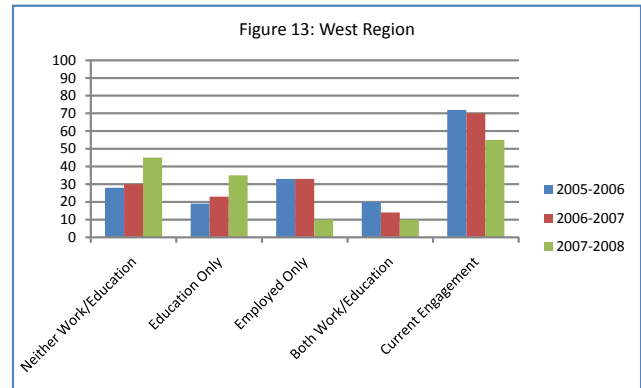
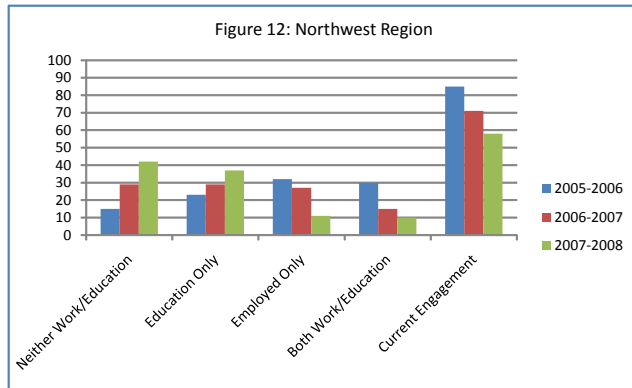
Figures 5 through 18 provide a more detailed breakdown of the percentage of the anytime data (Figures 5-11) and the current data (Figures 12-18). Figures 5 through 18 indicate a three-year decline in the anytime engagement rates for the Northeast and West Regions. The other regions have remained fairly stable. The trends are similar to current engagement rates.

Figures 19-32 provide the disaggregated data for the anytime and current engagement rates for regions. These data indicate similar trends to Figures 5-18, when data are disaggregated by disability, gender, ethnicity, course of study type, and type of school exit. That is, trends are similar for each group and reflect the overall state patterns that students with learning disabilities and students who graduated have the highest levels of engagement and students with emotional and intellectual disabilities, earned a certificate/modified diploma, reached maximum age, or dropped out had the lowest levels of engagement.

*Figures 9-15: Three Year Comparison of Percentages of School Leavers by Region Competitively Employed Only, Enrolled in Postsecondary School Only, Both Employed and Enrolled in Postsecondary School, and Neither Employed or Enrolled in Postsecondary School at **Anytime** Since Leaving High School.*



**Figures 12-18: Three Year Comparison of Percentage of School Leavers by Region *Currently* Competitively Employed Only, Enrolled in Postsecondary School Only, Both Employed and Enrolled in Postsecondary School, and Neither Employed or Enrolled in Postsecondary School Since Leaving High School.**





Figures 19-32: Disaggregated Data and Comparisons across Years for **Anytime Engagement** and **Current Engagement** by Region for disability, gender, ethnicity, and type of school exit.

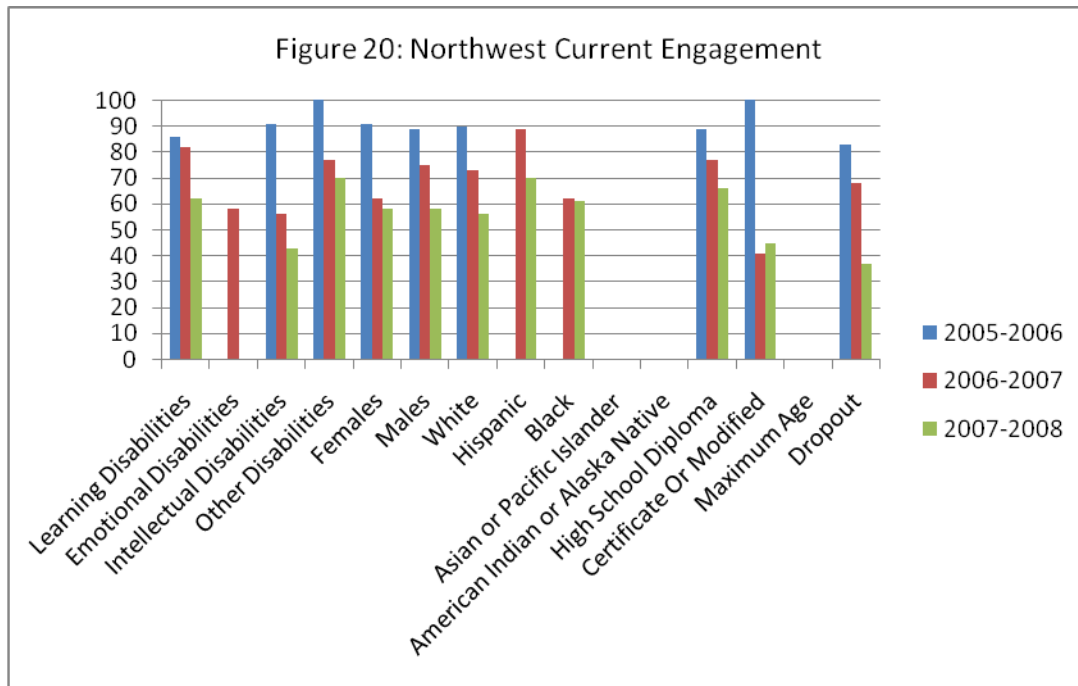
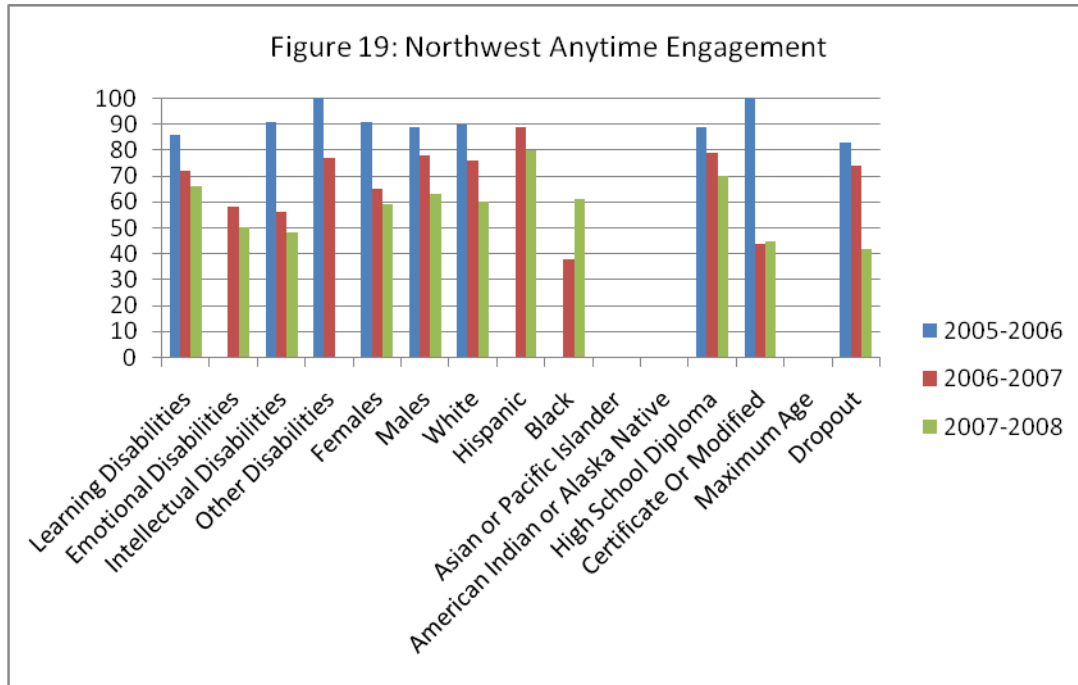


Figure 21: West Anytime Engagement

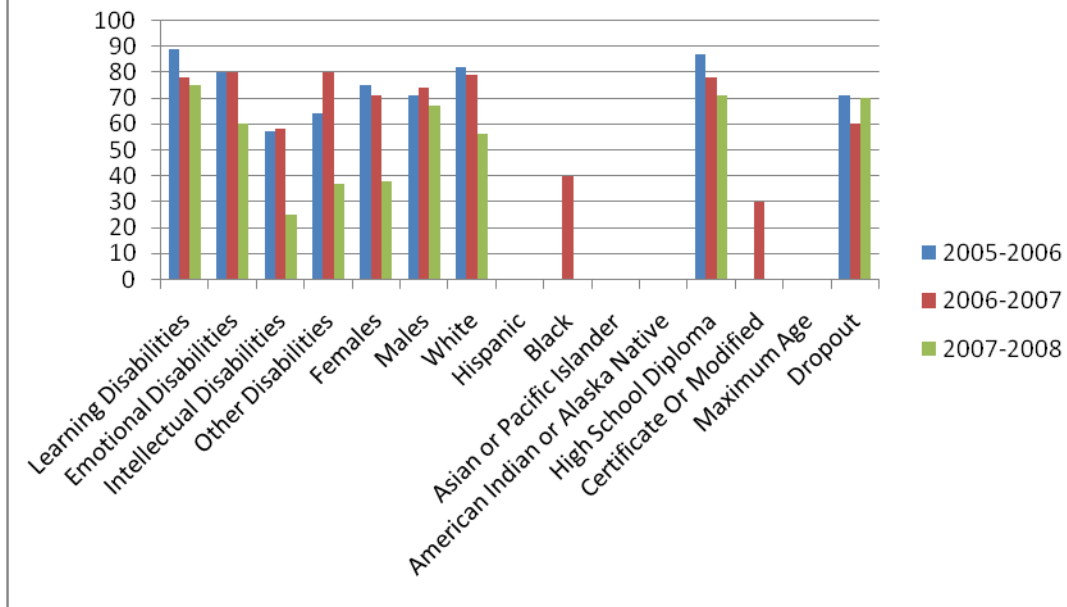


Figure 22: West Current Engagement

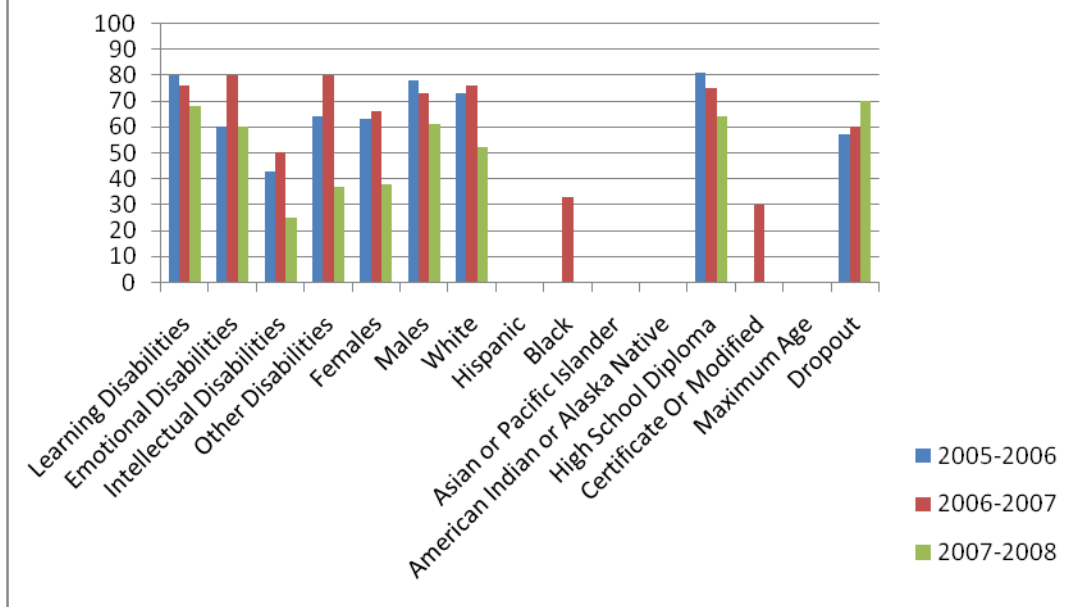


Figure 24: Southwest Current Engagement

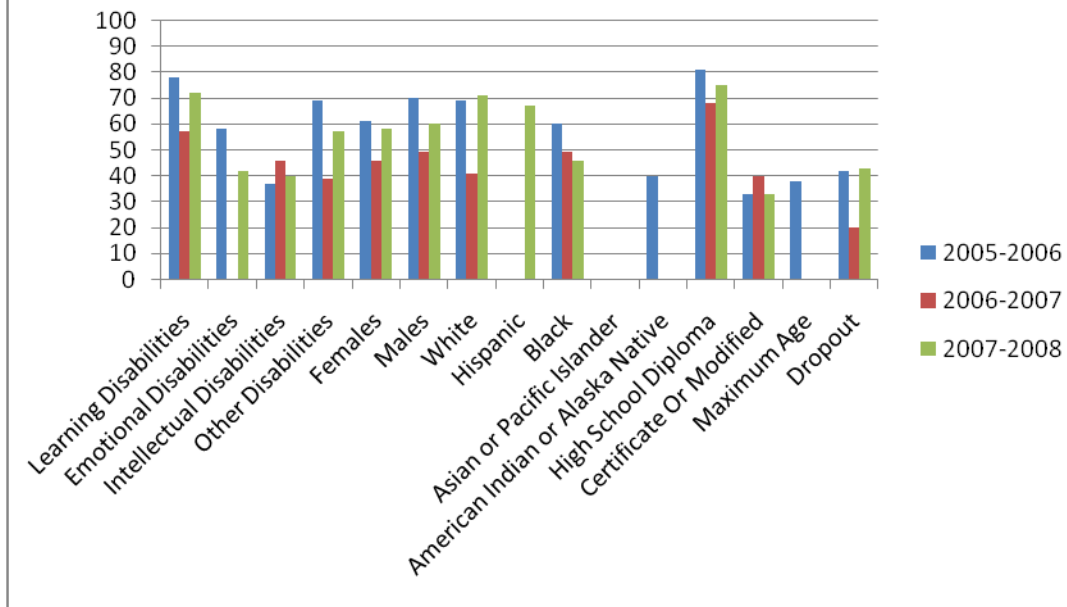


Figure 23: Southwest Anytime Engagement

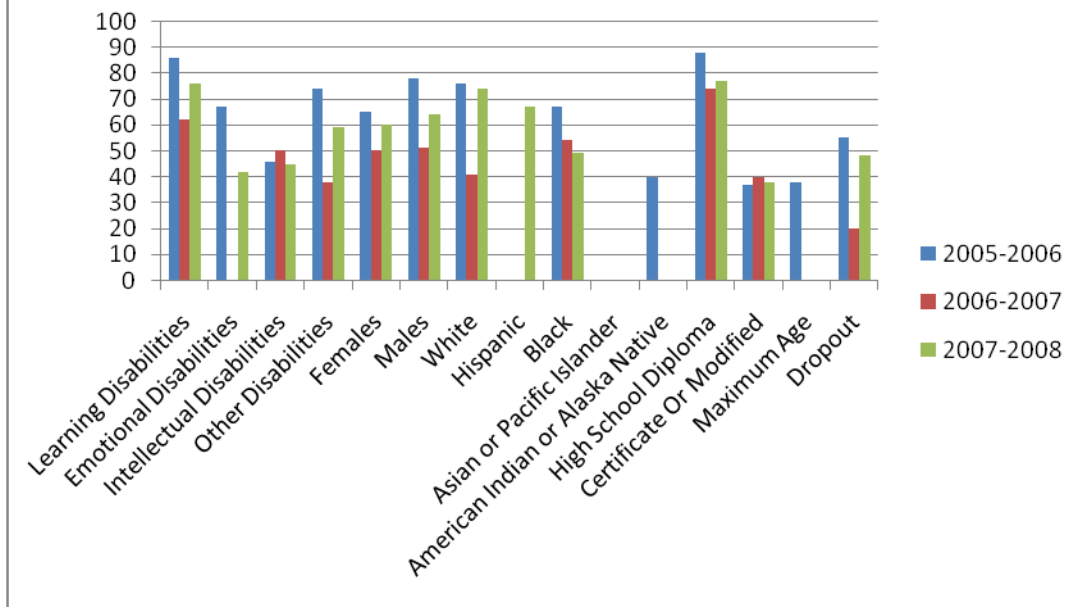


Figure 25: Central Anytime Engagement

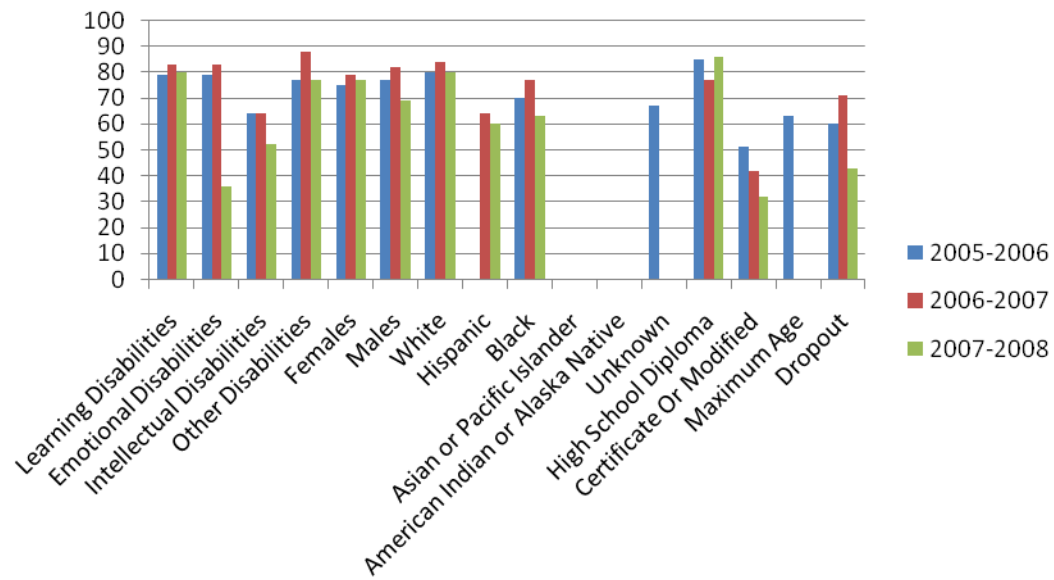


Figure 26: Central Current Engagement

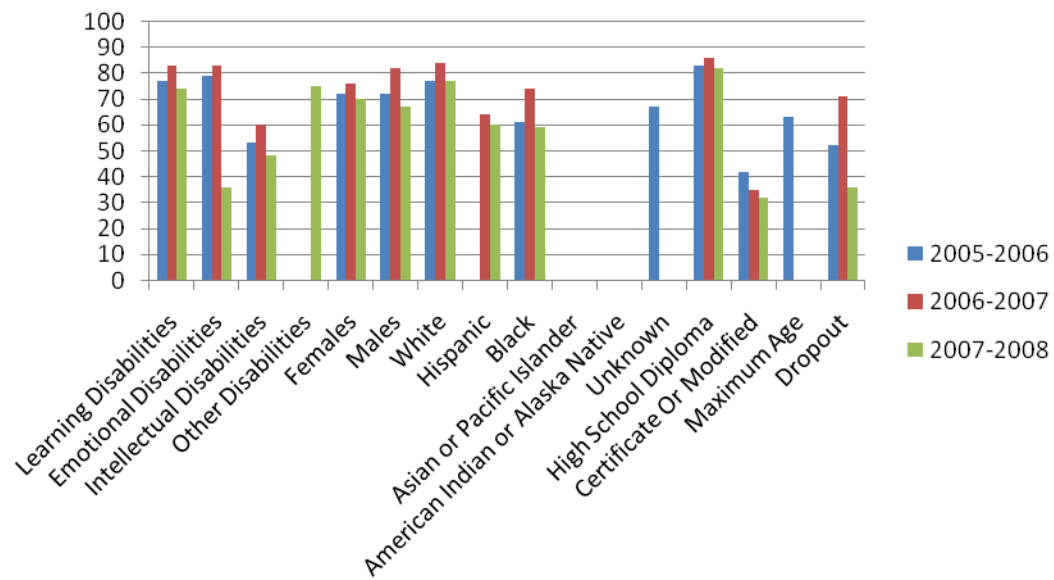


Figure 27: Northeast Anytime Engagement

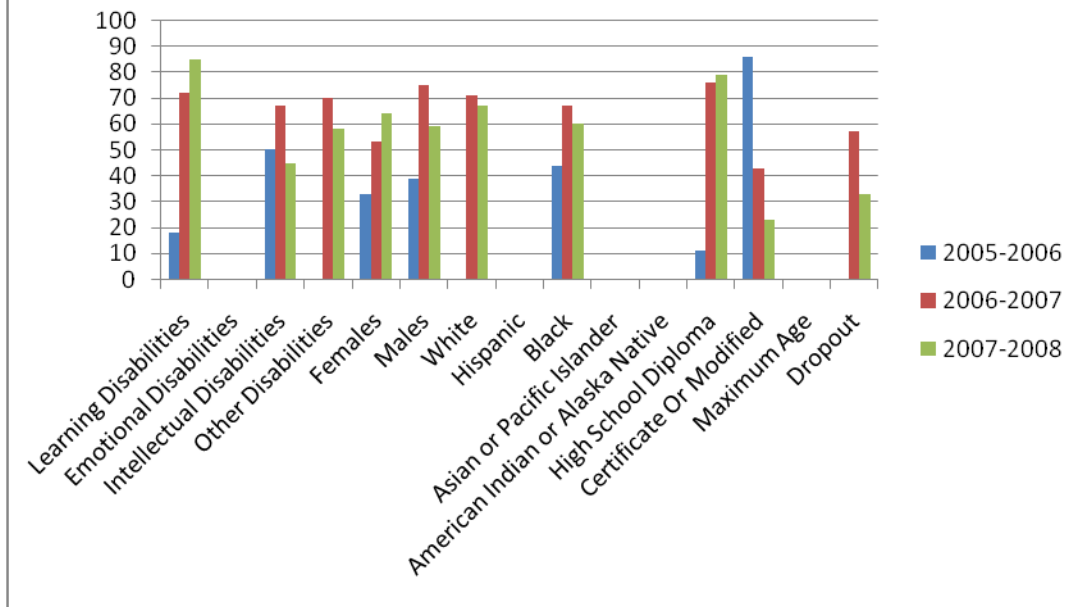


Figure 28: Northeast Current Engagement

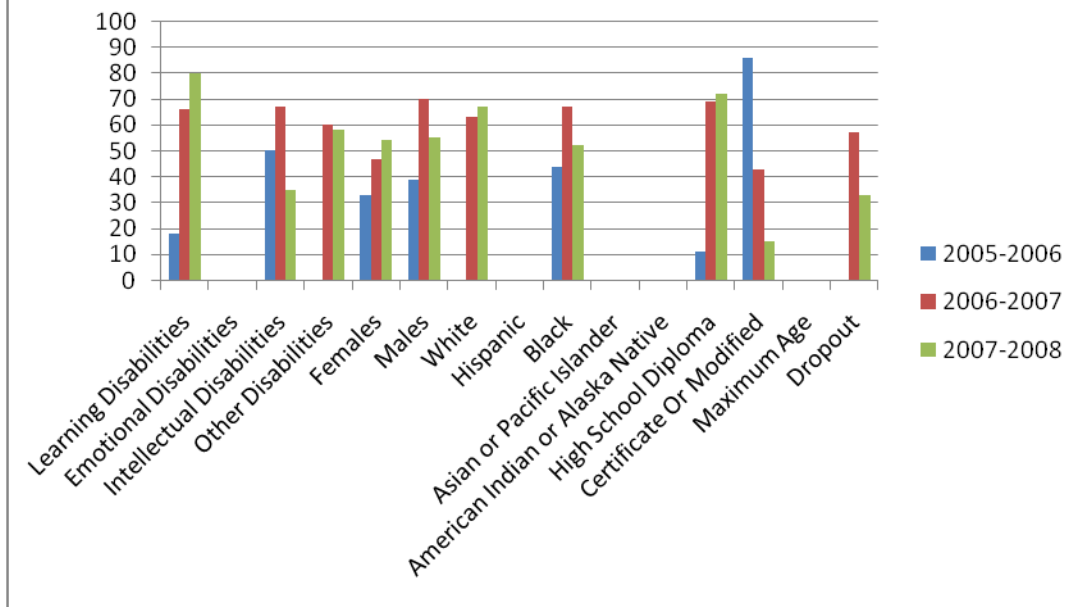


Figure 29: Southeast Anytime Engagement

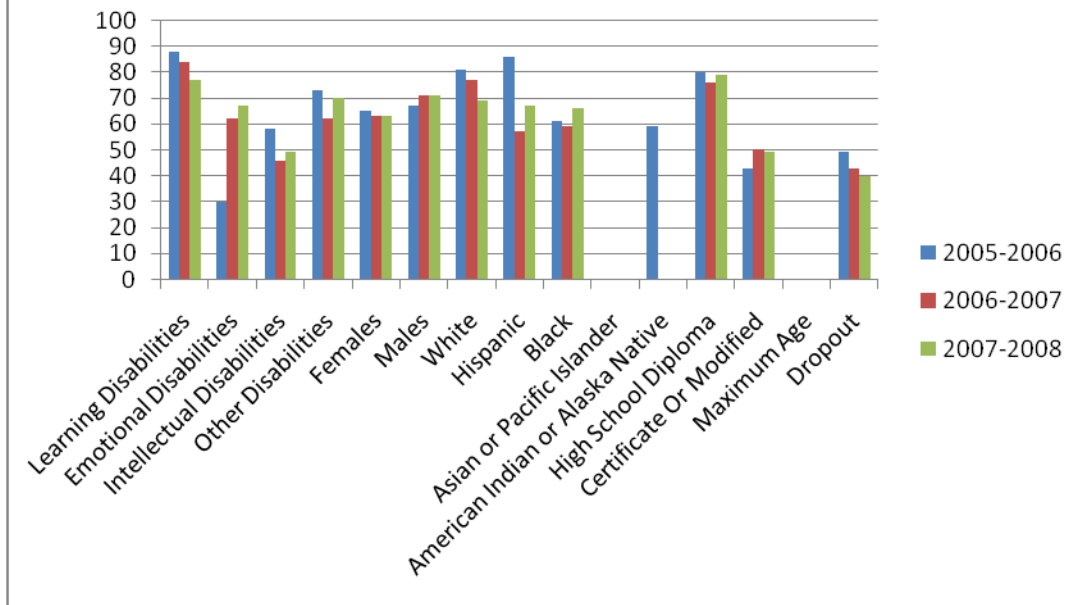


Figure 30: Southeast Current Engagement

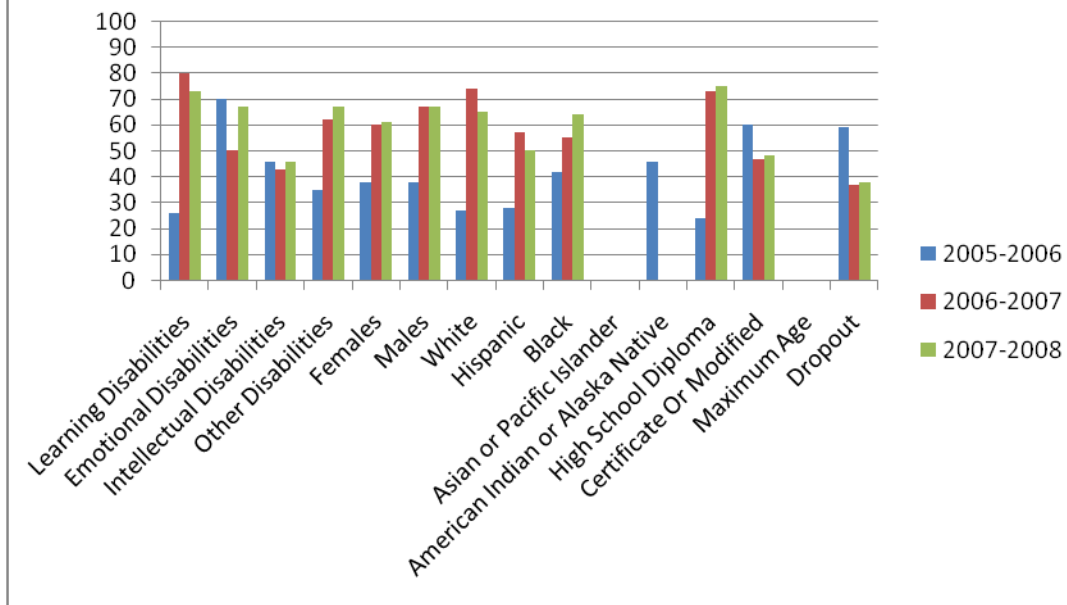


Figure 31: Charter Schools Anytime Engagement

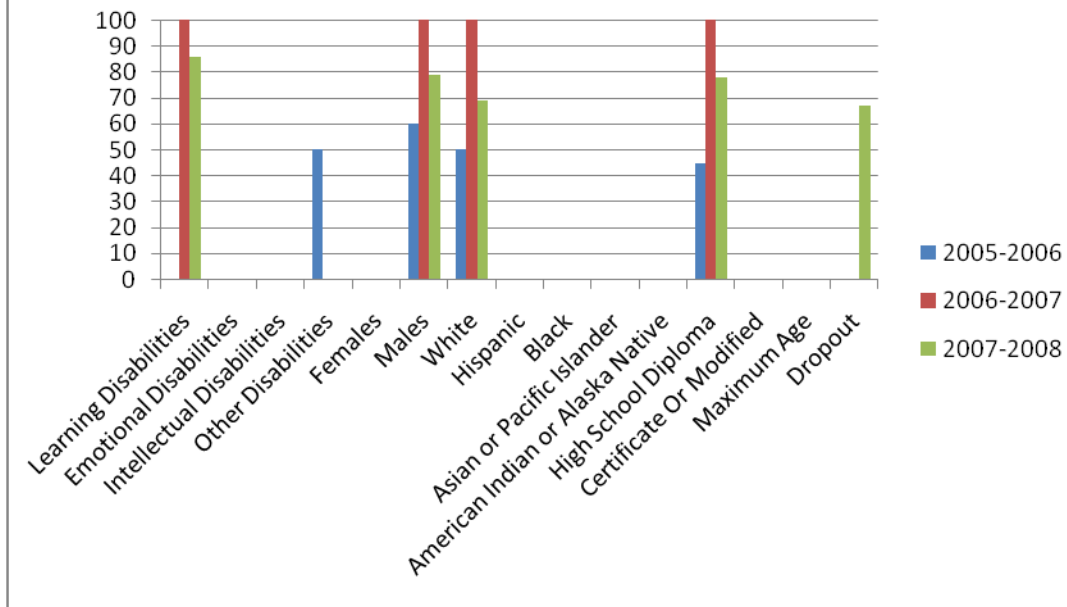
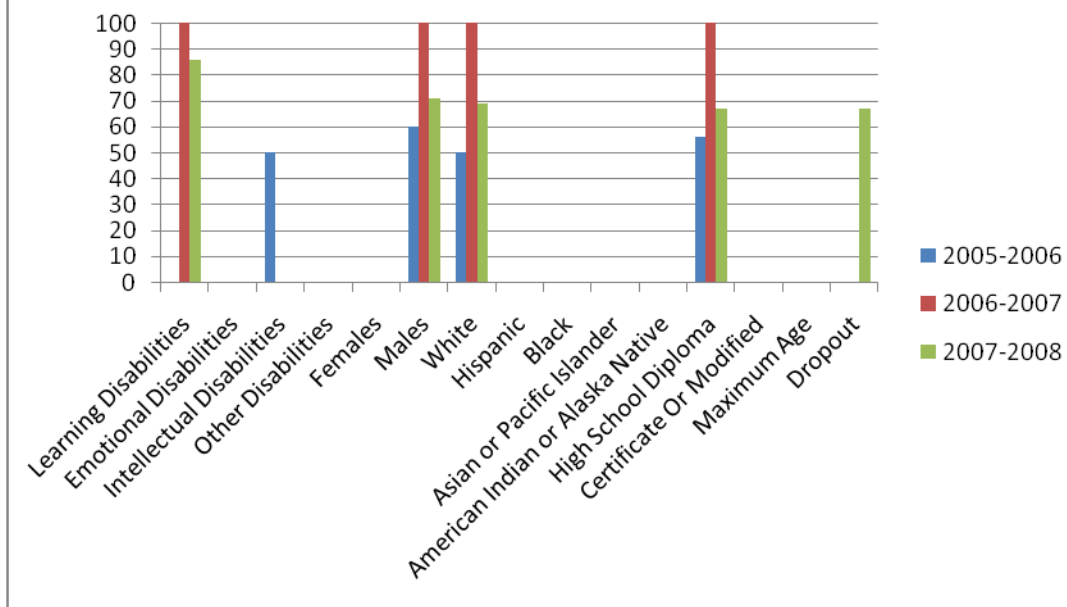


Figure 32: Charter Schools Current Engagement



Tables 16-29 provide disaggregated data and comparisons between years for **anytime engagement** and **current engagement** by region for disability, gender, ethnicity, and type of school exit. Across the regions, students in the following categories continued to be consistently **below** the North Carolina average engagement rates: (a) having either an emotional disability or an intellectual disability, (b) earning a certificate of achievement/graduation, (c) aging out, or (d) dropping out. *The anytime engagement rate for students who exited school with a high school diploma has steadily decreased from 75% (2005-2006), to 73% (2006-2007), to 66% (2007-2008).* Finally, this is the first year (2007-2008) that data have been collected on the type of course of study students were enrolled in. For 2007-2008, the anytime engagement rates by diploma type were career (47%), college tech prep (68%), college prep (89%), and occupational (56%).



Table 16: Disaggregated Results of **Anytime Engagement** by Disability Type, Gender, Race, and Type of Exit: **Northwest Region**

	Postsecondary Education (%)			Competitively Employed (%)			Anytime Engagement After Leaving Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	26	36	30	29	16	20	18	14	75	73	66
Learning Disabilities	22	31	35	31	31	16	33	21	16	86	72	66
Emotional Disabilities	*	8	*	*	42	*	*	8	*	*	58	*
Intellectual Disabilities	9	18	33	73	29	10	9	10	5	91	56	48
Others	46	44	44	18	21	17	36	12	9	100	77	70
Unknown												
Females	35	31	42	21	21	5	35	13	12	91	65	59
Males	16	27	31	46	34	20	27	17	11	89	78	63
White	25	31	33	37	28	14	28	17	12	90	76	60
Hispanic	*	11	20	*	67	50	*	11	10	*	89	80
Black	*	23	48	*	26	4	*	13	9	*	38	60
Asian or Pacific			*									
American Indian or Alaska Native												
Other			*									
High School Diploma	25	32	42	33	28	13	31	19	15	89	79	70
Course of Study Type												
Career			18			24			6			47
College Tech Prep			33			15			20			68
College Prep			79			0			11			89
Occupational			41			11			4			56
Certificate of Graduation	20	18**	27	60	15**	9	20	12**	9	100	44**	45
Maximum Age												
Dropout	0	24	16	50	47	21	33	3	5	83	74	42
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 17: Disaggregated Results of **Current Engagement** by Disability Type, Gender, Race, and Type of Exit: **Northwest Region**

	Current Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	31	39	27	23	12	18	17	12	70	70	62
Learning Disabilities	22	31	37	31	29	12	33	20	14	86	80	62
Emotional Disabilities	*	8	*	*	42	*	*	8	*	*	58	*
Intellectual Disabilities	9	19	36	46	24	5	9	8	2	64	52	43
Others	46	44	44	18	19	17	36	12	0	100	74	70
Unknown												
Females	35	32	42	13	19	3	35	12	12	83	62	58
Males	16	28	34	43	31	15	27	16	9	86	75	58
White	25	33	36	31	25	10	28	16	10	84	73	56
Hispanic	*	11	20	*	67	40	*	11	10	*	89	70
Black	*	23	48	*	26	4	*	13	9	*	62	61
Asian or Pacific												
American Indian or Alaska												
Native												
Other												
High School Diploma	25	32	44	29	26	9	31	19	13	85	77	66
Course of Study Type												
Career			18			18			6			41
College Tech Prep			37			12			17			65
College Prep			78			0			11			89
Occupational			41			1			4			48
Certificate of Graduation	20	21**	27	40	12**	9	20	9**	9	80	41**	45
Maximum Age												
Dropout	0	24	19	50	42	16	33	3	2	83	68	37
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 18: Disaggregated Results of **Anytime Engagement** by Disability Type, Gender, Race, and Type of Exit: **West Region**

	Anytime Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	26	36	30	29	16	20	18	14	75	73	66
Learning Disabilities	19	18	50	48	44	18	22	16	7	89	78	75
Emotional Disabilities	60	20	40	20	40	0	0	20	20	80	80	60
Intellectual Disabilities	14	27	0	14	23	13	29	8	13	57	58	25
Others	0	20	13	46	20	13	28	40	13	64	80	37
Unknown												
Females	29	29	42	29	26	5	17	16	12	75	71	59
Males	13	15	31	49	42	20	22	17	11	84	74	63
White	17	22	33	44	40	13	21	17	11	82	79	56
Hispanic	*	*		*	*		*	*		*	*	
Black	*	13	*	*	20	*	*	7	*	*	40	*
Asian or Pacific			*			*			*			*
American Indian or Alaska Native		*	*		*	*		*	*		*	*
Other		*			*			*			*	
High School Diploma	26	21	45	35	39	16	26	19	10	87	78	71
Course of Study Type												
Career			*			*			*			*
College Tech Prep			50			9			5			64
College Prep			*			*			*			*
Occupational			0			29			29			57
Certificate of Graduation	*	20**	0	*	10**	0	*	0**	0	*	30**	0
Maximum Age	*			*			*			*		
Dropout	0	20	30	64	40	20	7	0	20	71	60	70
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 19: Disaggregated Results of **Current Engagement** by Disability Type, Gender, Race, and Type of Exit: **West Region**

	Current Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	31	39	27	23	12	18	17	12	70	70	62
Learning Disabilities	20	21	50	39	43	11	21	13	7	80	76	68
Emotional Disabilities	60	20	40	0	40	0	0	20	20	60	80	60
Intellectual Disabilities	14	27	0	0	15	13	29	8	13	43	50	25
Others	0	20	13	46	20	13	18	40	13	64	80	37
Unknown												
Females	29	32	15	17	21	8	17	13	15	63	66	38
Males	14	17	42	42	41	11	22	15	8	78	73	61
White	17	24	33	35	38	9	21	15	11	73	76	52
Hispanic	*	*		*	*		*	*		*	*	
Black	*	13	*	*	13	*	*	7	*	*	33	*
Asian or Pacific			*			*			*			*
American Indian or Alaska Native		*	*		*	*		*	*		*	*
Other		*			*			*			*	
High School Diploma	26	23	45	29	35	10	26	17	10	81	75	64
Course of Study Type												
Career			*			*			*			*
College Tech Prep			50			5			5			59
College Prep			*			*			*			*
Occupational			0			14			29			43
Certificate of Graduation	*	20**	0	*	10**	0	*	0**	0	*	30**	0
Maximum Age	*			*			*			*		
Dropout	0	20	30	50	40	20	7	0	20	57	60	70
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 20: Disaggregated Results of **Anytime Engagement** by Disability Type, Gender, Race, and Type of Exit: **Southwest Region**

	Anytime Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	26	36	30	29	16	20	18	14	75	73	66
Learning Disabilities	25	24	42	40	29	23	21	10	11	86	62	76
Emotional Disabilities	25	*	25	33	*	17	9	*	0	67	*	42
Intellectual Disabilities	6	14	24	34	29	11	6	7	11	46	50	45
Others	33	31	4	20	0	20	21	8	4	74	38	59
Unknown												
Females	28	25	33	20	17	16	17	8	11	65	50	60
Males	21	17	36	40	24	21	17	10	7	78	51	64
White	25	23	39	31	14	23	20	5	13	76	41	74
Hispanic	*	*	67	*	*	0	*	*	0	*	*	67
Black	18	15	28	36	26	18	13	13	4	67	54	49
Asian or Pacific	*			*			*			*		
American Indian or Alaska Native	20	*	*	20	*	*	0	*	*	40	*	*
Other		*	*		*	*		*	*		*	*
High School Diploma	31	23	48	34	36	18	23	16	12	88	74	77
Course of Study Type												
Career			40			0			20			60
College Tech Prep			45			25			8			77
College Prep			63			4			17			83
Occupational			27			23			9			59
Certificate of Graduation	5		29	25		4	5		4	35		38
Maximum Age	9	20	*	30	13	*	0	7	*	39	40	*
Dropout	0	*	15	25	*	30	13	*	4	38	*	48
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified

Table 21: Disaggregated Results of **Current Engagement** by Disability Type, Gender, Race, and Type of Exit: **Southwest Region**

	Current Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	31	39	27	23	12	18	17	12	70	70	62
Learning Disabilities	27	24	43	32	24	19	19	10	10	78	57	72
Emotional Disabilities	25	*	25	25	*	17	8	*	0	58	*	42
Intellectual Disabilities	6	21	26	25	25	5	6	0	8	37	46	40
Others	34	39	35	15	0	18	20	0	4	69	39	57
Unknown												
Females	30	33	37	16	13	14	15	0	7	61	46	58
Males	21	20	36	32	22	17	17	7	7	70	49	60
White	26	27	40	24	14	19	19	0	12	69	41	71
Hispanic	*	*	67	*	*	0	*	*	0	*	*	67
Black	19	21	29	29	21	14	12	8	3	60	49	46
Asian or Pacific	*			*			*			*		
American Indian or Alaska Native	20	*	*	20	*	*	0	*	*	40	*	*
Other		*	*		*	*		*	*		*	*
High School Diploma	33	32	49	27	29	16	21	7	11	81	68	75
Course of Study Type												
Career			40			0			20			60
College Tech Prep			45			23			8			75
College Prep			67			4			13			83
Occupational			27			14			9			50
Certificate of Achievement	5			20			5			30		
Certificate of Graduation	9	20**	29	26	13**	0	0	7**	4	35	40**	33
Maximum Age	0	*	*	25	*	*	13	*	*	38	*	*
Dropout	11	13	17	22	7	24	9	0	2	42	20	43
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 22: Disaggregated Results of **Anytime Engagement** by Disability Type, Gender, Race, and Type of Exit: **Central Region**

	Anytime Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	26	36	30	29	16	20	18	14	75	73	66
Learning Disabilities	25	34	45	22	22	12	32	28	23	79	83	80
Emotional Disabilities	29	17	27	14	33	0	36	33	9	79	83	36
Intellectual Disabilities	25	30	28	32	26	10	7	9	14	64	64	52
Others	40	47	41	17	12	14	20	28	21	77	88	77
Unknown												
Females	39	40	45	16	16	9	20	24	22	75	79	77
Males	25	35	37	24	22	13	28	25	20	77	82	69
White	30	36	43	22	15	14	28	32	23	80	84	80
Hispanic	*	36	40	*	18	20	*	9	0	*	64	60
Black	28	33	37	24	29	8	18	15	18	70	77	63
Asian or Pacific	*	*	*	*	*		*	*		*	*	
American Indian or Alaska Native	*		*	*			*			*		
Other	0	*	*	0	*		67	*		67	*	
High School Diploma	32	42	49	21	17	12	32	28	25	85	77	86
Course of Study Type												
Career			29			24			19			71
College Tech Prep			47			9			25			81
College Prep			57			9			32			98
Occupational			62			8			8			77
Certificate of Achievement	26			21			5			52		
Certificate of Graduation	20	12**	18	30	27**	5	0	4**	9	50	42**	32
Maximum Age	63	*	*	0	*	*	0	*	*	63	*	*
Dropout	13	17	18	27	40	18	20	14	7	60	71	43
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 23: Disaggregated Results of **Current Engagement** by Disability Type, Gender, Race, and Type of Exit: **Central Region**

	Current Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	31	39	27	23	12	18	17	12	70	70	62
Learning Disabilities	30	34	52	20	21	6	27	27	16	77	83	74
Emotional Disabilities	43	17	27	14	33	0	22	33	9	79	83	36
Intellectual Disabilities	25	30	28	21	21	7	7	9	14	53	60	48
Others	40	51	46	14	12	13	20	25	16	74	88	75
Unknown												
Females	43	40	52	14	13	3	15	24	16	72	76	70
Males	28	37	42	20	22	10	24	23	15	72	82	67
White	33	38	47	20	15	11	24	31	19	77	84	77
Hispanic	*	36	40	*	18	20	*	9	0	*	64	60
Black	31	34	44	15	27	4	15	14	12	61	74	59
Asian or Pacific	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*		*	*		*	*		*	*		*
Other	17	*	*	0	*	*	50	*	*	67	*	*
High School Diploma	37	44	55	19	16	8	27	27	19	83	86	82
Course of Study Type												
Career			38			14			10			62
College Tech Prep			51			5			21			77
College Prep			66			7			23			95
Occupational			62			8			8			77
Certificate of Achievement	26			16			5			47		
Certificate of Graduation	20	12**	18	17	19**	5	0	4**	9	37	35**	32
Maximum Age	63	*	*	0	*	*	0	*	*	63	*	*
Dropout	14	17	21	19	40	11	19	14	4	52	71	36
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.



Table 24: Disaggregated Results of **Anytime Engagement** by Disability Type, Gender, Race, and Type of Exit: **Northeast Region**

	Anytime Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	26	36	30	29	16	20	18	14	75	73	66
Learning Disabilities	27	13	35	46	34	25	9	25	25	18	72	85
Emotional Disabilities		*	*		*	*		*	*		*	*
Intellectual Disabilities	50	13	24	0	40	17	0	13	3	50	67	45
Others	*	52	42	*	40	0	*	10	17	*	70	58
Unknown												
Females	17	20	27	50	27	14	0	7	23	33	53	64
Males	39	14	36	15	39	17	7	23	7	39	75	59
White	*	18	33	*	32	13	*	21	20	*	71	67
Hispanic		*	*		*	*		*	*		*	*
Black	25	11	33	25	44	17	6	11	10	44	67	60
Asian or Pacific												
American Indian or Alaska												
Native												
Other		*			*			*			*	
High School Diploma	56	18	40	22	36	21	11	22	19	11	76	79
Course of Study Type												
Career			17			33			0			50
College Tech Prep			50			14			18			82
College Prep			17			33			50			100
Occupational			38			13			6			56
Certificate of Achievement												
Certificate of Graduation	14	47**	15	0	29**	8	0	0**	0	86	43**	23
Maximum Age			*			*			*			*
Dropout	*	0	33	*	43	0	*	14	0	*	57	33
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 25: Disaggregated Results of **Current Engagement** by Disability Type, Gender, Race, and Type of Exit: **Northeast Region**

	Current Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	31	39	27	23	12	18	17	12	70	70	62
Learning Disabilities	27	13	35	46	28	20	9	25	25	18	66	80
Emotional Disabilities		*	*		*	*		*	*		*	*
Intellectual Disabilities	50	20	24	0	40	7	0	7	3	50	67	35
Others	*	20	50	*	30	0	*	10	8	*	60	58
Unknown												
Females	17	20	27	50	20	5	0	7	23	33	47	54
Males	39	16	38	15	34	12	7	21	5	39	70	55
White	*	18	33	*	24	13	*	21	20	*	63	67
Hispanic		*	*		*	*		*	*		*	*
Black	25	17	35	25	44	8	6	6	8	44	67	52
Asian or Pacific												
American Indian or Alaska												
Native												
Other		*			*			*			*	
High School Diploma	56	20	42	22	29	14	11	20	16	11	69	72
Course of Study Type												
Career			17			33			0			50
College Tech Prep			55			9			14			77
College Prep			17			33			50			100
Occupational			38			0			6			44
Certificate of Achievement												
Certificate of Graduation	14	14**	15	0	29**	0	0	0**	0	86	43**	15
Maximum Age			*			*			*			*
Dropout	*	0	33	*	43	0	*	14	0	*	57	33
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 26: Disaggregated Results of **Anytime Engagement** by Disability Type, Gender, Race, and Type of Exit: **Southeast Region**

	Anytime Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	26	36	30	29	16	20	18	14	75	73	66
Learning Disabilities	30	35	37	30	23	19	18	27	21	88	84	77
Emotional Disabilities	10	19	41	20	31	15	0	13	11	30	62	67
Intellectual Disabilities	18	16	25	31	29	14	9	2	10	58	46	49
Others	33	33	42	24	17	14	16	13	14	73	62	70
Unknown												
Females	35	31	35	21	12	13	9	20	15	65	63	63
Males	18	28	36	33	31	18	16	13	16	67	71	71
White	30	31	35	32	24	16	19	23	19	81	77	69
Hispanic	29	43	17	43	14	50	14	0	0	86	57	67
Black	25	27	38	23	26	17	13	7	11	61	59	66
Asian or Pacific		*	*		*	*		*	*		*	*
American Indian or Alaska Native	18			34			7			59		
Other	*	*	*	*	*	*	*	*	*	*	*	*
High School Diploma	32	33	41	31	22	18	17	21	20	80	76	79
Course of Study Type												
Career			15			20			30			35
College Tech Prep			42			18			20			19
College Prep			*			*			*			*
Occupational			29			19			7			45
Certificate of Achievement	0			30			0			30		
Certificate of Graduation	28	23**	33	18	27**	6	10	0**	9	56	50**	49
Maximum Age	*	*	*	*	*	*	*	*	*	*	*	*
Dropout	8	10	17	33	30	17	8	3	6	49	43	40
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 27: Disaggregated Results of **Current Engagement** by Disability Type, Gender, Race, and Type of Exit: **Southeast Region**

	Current Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	31	39	27	23	12	18	17	12	70	70	62
Learning Disabilities	34	38	42	26	19	15	14	24	16	26	80	73
Emotional Disabilities	10	19	41	20	19	15	0	13	11	70	50	67
Intellectual Disabilities	19	16	27	27	25	11	8	2	8	46	43	46
Others	38	35	42	16	17	11	11	10	14	35	62	67
Unknown												
Females	38	33	37	18	9	11	6	19	13	38	60	61
Males	21	30	39	28	26	14	13	11	17	38	67	67
White	33	33	37	24	20	11	16	21	17	27	74	65
Hispanic	29	43	17	29	14	33	14	0	0	28	57	50
Black	28	29	40	20	22	15	10	4	9	42	55	64
Asian or Pacific		*	*		*	*		*	*		*	*
American Indian or Alaska Native	19			29			6			46		
Other	*	*	*	*	*	*	*	*	*	*	*	*
High School Diploma	35	35	45	27	19	14	4	19	16	24	73	75
Course of Study Type												
Career			15			20			30			65
College Tech Prep			47			15			16			78
College Prep			59			8			21			87
Occupational			33			14			2			50
Certificate of Achievement	0			30			0			70		
Certificate of Graduation	33	23**	33	13	23**	6	5	0**	9	49	47**	48
Maximum Age	*	*	*	*	*	*	*	*	*	*	*	*
Dropout	8	10	17	25	23	15	8	3	6	59	37	38
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 28: Disaggregated Results of **Anytime Engagement** by Disability Type, Gender, Race, and Type of Exit: **Charter Schools**

	Anytime Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	26	36	30	29	16	20	18	14	75	73	66
Learning Disabilities		0	29		20	29		80	29		0	86
Emotional Disabilities	*		*	*		*	*		*	*		*
Intellectual Disabilities			*			*			*			*
Others	37	*	*	0	*	*	13	*	*	50	*	*
Unknown												
Females	*	*	*	*	*	*	*	*	*	*	*	*
Males	40	0	29	0	40	29	0	60	21	40	0	79
White	33	0	39	0	33	15	17	67	15	50	0	69
Hispanic	*			*			*			*		
Black	*		*	*		*	*		*	*		*
Asian or Pacific												
American Indian or Alaska Native			*			*			*			*
Other												
High School Diploma	33	0	22	11	33	33	11	67	22	55	0	79
Course of Study Type												
Career												
College Tech Prep			29			29			14			71
College Prep			*			*			*			*
Occupational			*			*			*			*
Certificate of Achievement												
Certificate of Graduation			*			*			*			*
Maximum Age												
Dropout			33			17			17			67
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified.

Table 29: Disaggregated Results of **Current Engagement** by Disability Type, Gender, Race, and Type of Exit: **Charter Schools**

	Current Engagement After Leaving											
	Postsecondary Education (%)			Competitively Employed (%)			Both (%)			Total Engagement (%)		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Statewide Results	25	31	39	27	23	12	18	17	12	70	70	62
Learning Disabilities		0	29		20	29		80	29		100	86
Emotional Disabilities			*			*			*			*
Intellectual Disabilities			*			*			*			*
Others	37	*	*	0	*	*	13	*	*	50	*	*
Unknown												
Females	*	*	*	*	*	*	*	*	*	*	*	*
Males	40	0	36	0	40	21	0	60	14	60	100	71
White	33	0	39	0	33	15	17	67	15	50	100	69
Hispanic	*			*			*			*		
Black	*		*	*		*	*		*	*		*
Asian or Pacific												
American Indian or Alaska Native			*			*			*			*
Other												
High School Diploma	33	0	33	0	33	22	11	67	11	56	100	67
Course of Study Type												
Career												
College Tech Prep			29			29			14			71
College Prep			*			*			*			*
Occupational			*			*			*			*
Certificate of Achievement												
Certificate of Graduation			*			*			*			*
Maximum Age												
Dropout			33			17			17			67
Unknown												

Note. \* indicates the sample size is too small to report results. \*\* indicates that 2006-2007 data for certificates were combined as a total percentage of Certificate or Modified

### Part IV: National Averages from NLTS2

Tables 30 and 31 provide the national engagement rates for comparison purposes. However, they are not a perfect comparison since the NLTS2 (National Longitudinal Transition Study-2) data reflect a two-year period while the North Carolina data represent a one-year period.

*Table 30. National Averages from the NLTS2*

Postschool Outcome	Currently	Anytime in Past 2 Years
Competitively Employed	55.1%	81.1%
Postsecondary Education	23.4%	39.6%
4 year	7.8%	9.2%
2 year	12.9%	25.9%
Voc-Tech	6.3%	14.3%

*Table 31. National Anytime Engagement Averages from NLTS2*

Post school Outcome	Anytime Engagement <sup>*</sup>
Total Engaged	79%
Postsecondary Only	4.4%
Employment Only	48.8%
Employment & Postsecondary	20.7%
Job Training (alone or with other)	5.5%

<sup>\*</sup>Youth with disabilities in this report had been out of secondary school from a few weeks up to 2 years.

## Part V: Suggestions for Improvement

### *Strategies for Improving Data Collection*

1. Although the response rate improved from 51.7% (2007) to 58.6% (2008), it decreased to 53% in 2009. Although the new on-line exit survey should help to improve data entry, more attention must be paid to getting “accurate” data.
2. To improve non-response bias (particularly drop-outs), allow systems to enter exit survey data throughout the school year. This may enable school systems to provide more accurate contact information on students who drop out throughout the school year. In addition, work with the National Post-school Outcomes Center and the National Dropout Prevention Center for Students with Disabilities to identify and incorporate methods to improve the response rate for dropouts.
3. Consider providing incentives to school systems whose response rates exceed the average state rate. For the five large school systems, incentives could be provided for year-to-year improvement.
4. Report data at state conferences to emphasize importance and highlight school systems that are doing a good job with data collection.
5. Update the post-school survey to meet changes made in the revised I-14 language.

### *Strategies for Increasing Post-school Outcomes*

1. Based on three years of data the problem groups seem to be (a) having either an emotional disability or an intellectual disability, (b) earning a certificate of achievement/graduation, (c) aging out, or (d) dropping out. Therefore, we suggest that there is a need to convene a “Task Force” to investigate the reasons behind the poor post-school outcomes for these groups and then make recommendations for improving their outcomes. We suggest looking at the curriculum/course-of-study for these as a good place to start.
2. Study the Central and Southeast regions to see what they are doing to remain above the statewide averages. Then provide intensive technical assistance to the Northeast, West, Northwest, and Southwest educational regions. Use the NSTTAC predictors and practices to develop a “needs assessment” to determine most critical training topics.
3. Develop a state-wide transition technical assistance network that includes a statewide transition institute, regional trainings, on-line training, and teacher training programs. Training topics could include Indicators 1, 2, 13, and 14.

### Suggested Benchmarks



Due to the response biases in the current data, combined with the low response rate, which probably led to inflated overall employment, education, and engagement rates, we recommend that the benchmarks be set as follows:

		% Engaged
Baseline	(2007: 2005-2006 leavers)	= 75%
Target	(2008: 2006-2007 leavers)	= 75%
Target	(2009: 2007-2008 leavers)	= 75%
Target	(2010: 2008-2009 leavers)	= 75.5%
Target	(2011: 2009-2010 leavers)	= 76 %